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ABSTRACT

This booklet, which is addressed to individuals interested in funding service learning programs, examines possible sources of funding for service learning and shares grant-writing tips from experienced educators and grant writers. The booklet begins with a map of the 13 steps in the grant process. The administrator's role in grant seeking is discussed, and characteristics of administrators who successfully lead the grant-writing process are enumerated. The following potential sources of information about funding sources are considered: hardbound references, electronic references, publications/bulletins, private sources of giving and individual donors, corporate and foundation giving, and business and community organizations. The following steps in developing a proposal strategy are detailed: review of granting patterns, appropriateness of funding source, proposal review system, and special effects on proposal outcome. The following steps in creating a plan are outlined: brainstorming an idea, determining the purpose of the project, networking for plan development, drafting the proposal, evaluating the plan's effectiveness, developing the budget, seeking support letters, submitting the proposal, and sustaining the project. Presented next are 10 tips to prevent tears in grant writing and 5 success stories. (Contains a list of 19 print resources and 20 electronic resources.) (MN)

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ED 430 129

LINKING LEARNING WITH LIFE

Digging for Buried Treasure

Finding Funding for the Future in Service Learning

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Digging for Buried Treasure

Finding Funding for the Future in Service Learning

by Vickie J. Burt

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Table of Contents

Preface 1

Introduction 2

Defining the Administrator's Role in Grant Seeking 4

Finding Funding Sources 7

Developing a Proposal Strategy 10

Creating the Plan 12

Ten Tips to Prevent Tears in Grant Writing 16

Success Stories 17

Conclusion 23

Resources 24

About the Author 28

Preface

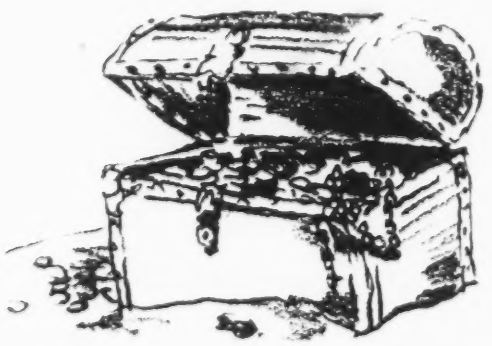
Growing up on a farm in South Georgia helped to instill in me the value of a dollar and the importance of hard work. As a young child on the farm, I once planted a quarter in the back yard and waited patiently for a money tree to grow. Even though I planted my crop in a nice sunny area and watered it daily for weeks, not even a single sprout emerged from the ground. It wasn't too long before I realized that *"money doesn't grow on trees"* and that *"hard work does pay."*

Because "money doesn't grow on trees," grant writing has become a necessity in the field of education today. The grant writing tips included in this booklet are an accumulation of over 26 years of experience in education and over 20 years of experience in writing for grants.

The goal of this booklet is to motivate service learning program participants to dig for buried treasure in order to promote and sustain a multitude of service learning activities.

Special thanks in the preparation of this booklet are extended to Carol Baker and Heather Fowler, students from Valdosta State University, who assisted with the typing and graphic ideas; Maryann Gilbert, Central Office secretary, who assisted with proofreading; and Jim Burt, who assisted with editing.

Vickie J. Burt



Introduction

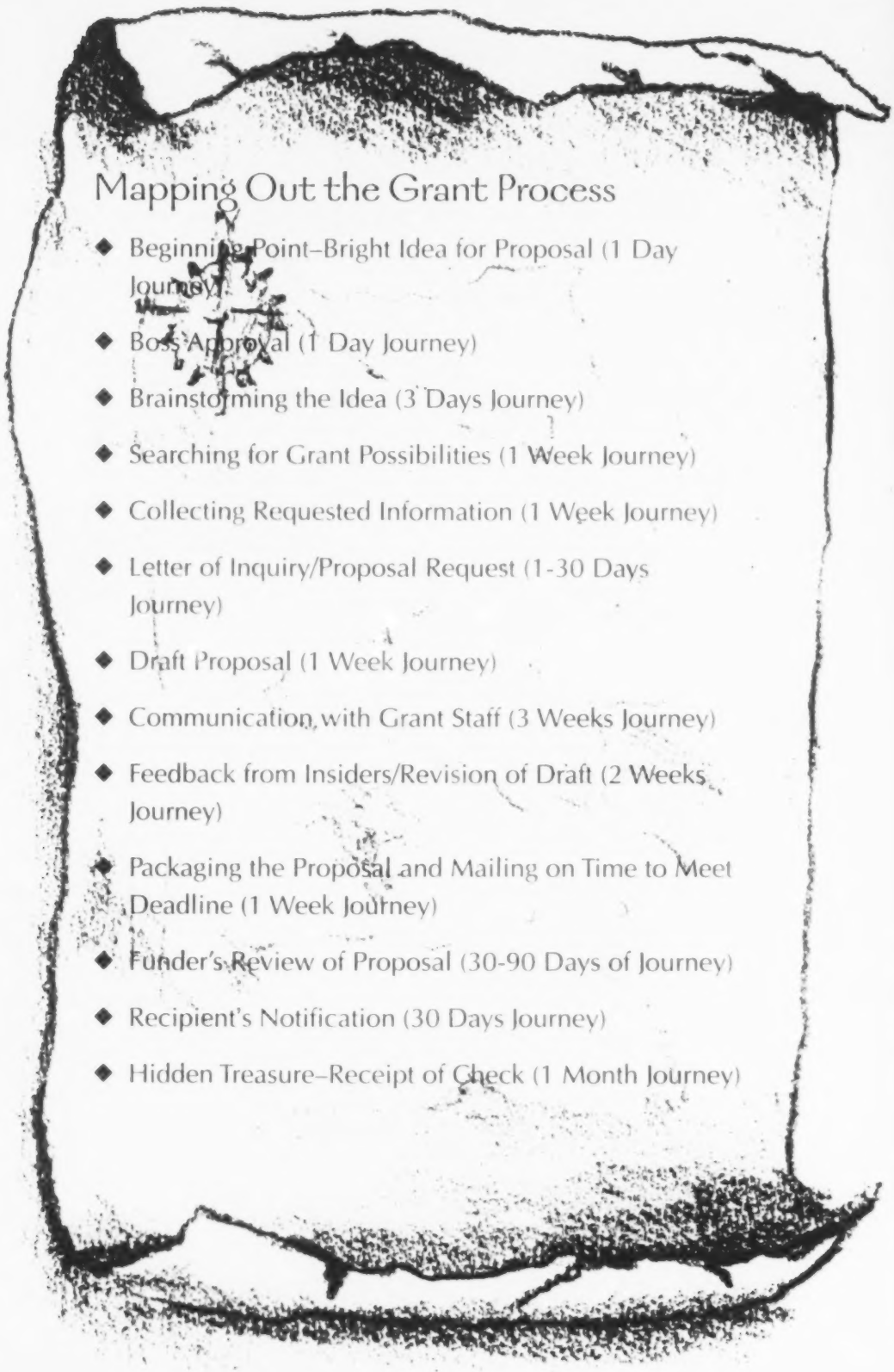
When man first began sailing the seas, pirates invaded the waters. One goal was always foremost–the undying search for treasure. In order to be captain of a pirate ship, one had to possess the qualities of leadership and courage. The quartermaster was next in command and was in charge of food and water supplies. The navigation was led by the sailing master who had the difficult job of interpreting charts. Every pirate vessel also required a gunner who took charge of the heavy armaments. Maintenance of the vessel was supervised by the boatswain.

As funding for education has turned to the "open waters," the search for hidden treasures has become a necessity. Like the captain of a vessel, the grant writer must possess the qualities of leadership and courage. Managing time, organizing staff, and gaining support are essential to successful grant writing. The courage to face the risk of failure is likened to the courage of that pirate spending years aboard a vessel seeking treasures yet unfound.

Like the crew of a pirate vessel, teamwork is essential in grant writing. A fiscal "quartermaster" is necessary to assist with the budget. An evaluation component requires the expertise of a "sailing master," someone who can measure the effectiveness of the project.

Those who implement the project will become the gunners and boatswains. Their tasks will be to take charge of the "heavy armaments" and maintain the program to ensure meeting grant guidelines.

Treasure isn't usually found scattered on the ground–it's buried! Like digging for buried treasure, finding funding for service learning is more easily obtained by following the map.



Mapping Out the Grant Process

- Beginning Point–Bright Idea for Proposal (1 Day Journey)
- Boss Approval (1 Day Journey)
- Brainstorming the Idea (3 Days Journey)
- Searching for Grant Possibilities (1 Week Journey)
- Collecting Requested Information (1 Week Journey)
- Letter of Inquiry/Proposal Request (1-30 Days Journey)
- Draft Proposal (1 Week Journey)
- Communication with Grant Staff (3 Weeks Journey)
- Feedback from Insiders/Revision of Draft (2 Weeks Journey)
- Packaging the Proposal and Mailing on Time to Meet Deadline (1 Week Journey)
- Funder's Review of Proposal (30-90 Days of Journey)
- Recipient's Notification (30 Days Journey)
- Hidden Treasure–Receipt of Check (1 Month Journey)

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Defining the Administrator's Role in Grant Seeking

Over $100,000,000,000 will be awarded in 1999. Billions of dollars are given away annually, and education is the recipient of much of this gold mine. With school funding as tight as it is, school administrators are now forced to find other avenues of funding. For years, fundraisers have been sponsored to provide those extra perks, but now, finding additional avenues to supplement the budget has become a necessity. Foundations, corporations, federal agencies, commercial entities, and other organizations have specifically designed funding programs–just for schools-that can produce a quality product. Careful thought must be put into the process to write a quality proposal.

Do all administrators have the potential to lead the process of writing a winning proposal? Although most administrators are quite capable, leadership personnel view grant writing from a variety of perspectives.

Admiral "Against It" is that administrator who fears the treasure hunt because (s)he hasn't experienced any success with the grant writing process. Thus, the opinion is that the only people who get grants are those who "know somebody." This type of administrator briefly reviews grant proposals as they come across the desk but chooses not to pursue those possibilities. Besides, some grants take six months to finalize and could result in wasted time. The Admiral should consider these words of wisdom, *"Only those who do not expect anything are never disappointed. Only those who never try, never fail."*

Captain "Can't Do It" has a similar philosophy but has no self-confidence. Not only does this administrator believe that the treasure hunt would not be worthwhile, but this leader also believes that the only people who can be successful grant writers must be English professors. When a grant proposal comes across the desk of Captain "Can't Do It," it quickly finds its way to File 13. This administrator justifies not doing the proposal because either there's not

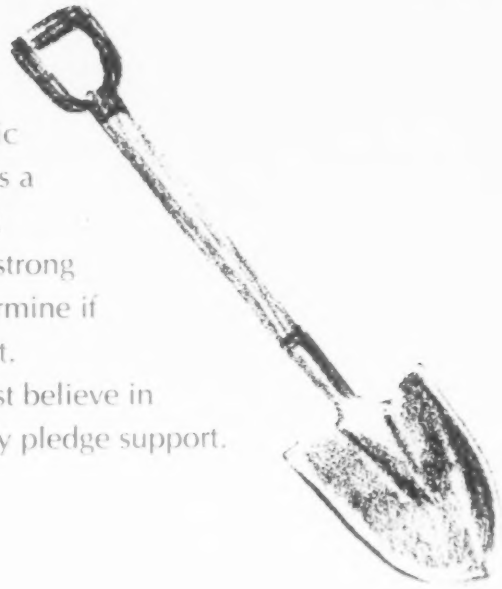
enough time or no expertise available. These leaders need to remember the words of John Wooden, "*Do not let what you cannot do interfere with what you* ***can*** *do.*"

Private Procrastinator, on the other hand, saves the proposal for a rainy day. Someday there will be enough time to put a little thought into the application process. Someday, however, soon turns into no day, and the grant deadline quickly passes. Private Procrastinator would do well to follow the sage's advice, "*The first step in overcoming procrastination is to eliminate all excuses and reasons for not taking decisive and immediate action.*"

Sir Speedy sees the grant proposal as a dynamic opportunity to enhance the school budget. The problem is that it must be done now. There is no need to conduct a needs assessment, formulate a grant committee, or spend hours drafting a proposal. Sir Speedy just wants to answer the questions and package the proposal. Besides, a needs assessment was conducted two years ago: Why can't that form the basis for this proposal? In the words of John Wooden, "*Failure to prepare is preparing to fail.*"

Polly Want a Cracker? How does one get that ultimate treasure? What characterizes an administrator who successfully leads the grant-writing process?

- The successful grant writer seeks additional expertise early in the process. Foundations and corporations seldom fund a "one-man show." Teamwork works!
- The need for funding must be established statistically.
- A correlation of information that shows how the project specifically targets the funder's interests is a necessity.



- A project time line with specific measurable objectives provides a quick overview for the grantor.
- Most successful grants have a strong evaluation component to determine if grant objectives have been met.
- Above all, the grant writer must believe in the project and wholeheartedly pledge support.

Finding Funding Sources

Finding funding for service learning is much like digging for buried treasure. Following the map will keep the goal at the forefront and help the grant writer stay on target. Numerous resources are available in a variety of formats. A grant writer should always search through all sources of giving but should never forget that the quickest treasures to find are buried around the back door.

The following caution from an experienced grant writer is worthy to be shared with grant seekers: "*Don't spend a dollar's worth of time for ten cent's worth of results.*"

Hardbound References

One place to dig for buried treasure is through the use of hardbound reference materials. Detailed information can be found through searching the indexes to identify grantors that provide educational funding.

The Foundation Center provides numerous directories sorted alphabetically. In addition, the Taft Group provides corporate giving directories that list over 600 charitable giving programs in the United States and more than 500 foreign owned U.S. companies and U.S. multinational businesses. The Taft Group directories are sorted alphabetically and indexed by a variety of topics.

Research Associates provides a multitude of annual funding directories. These include resources for federal agencies, national foundations, corporate giving programs, and a variety of funding sources for selected areas. Resources are also provided for model grant job descriptions and model grant letters of support. Addresses for the above resources are located in the back of this booklet.

Electronic References

Due to the onset of the technology explosion, a variety of grant resources is now available on-line. Although some of the services are

free, others assess monthly or annual fees for usage.

The Internet also provides numerous listservers that can be beneficial. Fundraising sources in general are available through the Internet as well as more specific sources for education. Most universities are also very willing to provide assistance for educators to "surf the Net" to locate the desired information.

The list in the back of this booklet is a summary of a few electronic resources available for the grant writer. Searching through these sites will provide a multitude of other sources. A book of listings available through the Internet, *1998 Internet Guide to Grants*, is included with the resources listed in the back of this guidebook.

Publications/Bulletins

Some grant seekers' publications are printed quarterly; others are produced monthly; and some publications are bound and revised annually. These publications and bulletins provide timely information on upcoming grants. Knowing how to find and write grant proposals is the key to success.

Private Sources of Giving and Individual Donors

This source of funding is often overlooked. There are many individuals who want to support a good cause but never get the opportunity. How would churches ever survive without tithing?

Sharing the need at club meetings, community affairs, and special gatherings is one way to open this door. Targeting alumni, retirees, and community-minded individuals are great places to start. A simple letter depicting the need will suffice. Just remember to be sincere, simple, and specific in the communicative effort. Note what a wise man once said, "*One person with commitment, persistence, and endurance will accomplish more than a thousand people with interest alone.*"

Corporate and Foundation Giving

Corporate and foundation giving will account for over $40,000,000,000 in grant funding in 1999. The first step in pursuing one of these grants is to make contact with the foundation or corporation to determine what types of funding are available. The grant writer should request a copy of the annual report and proposal requirements.

Corporations or foundations with plants or offices within the community or state provide a good starting point. Local support can provide the winning edge for a grant proposal.

Organization contacts can be located through Internet searches, books, and/or periodicals. Selected resources are listed at the back of this guide.

Business and Community Organizations

Community foundations are often sponsored by private donors who wish to support specific causes. Contact with financial officers or foundation board members should be made to understand the purpose of the foundation.

Many businesses and community organizations allocate "charity giving" in their annual budgets. The key to tapping this resource is to contact the business or organization early in the year to find out what funding is available.

Developing a Proposal Strategy

Even pirates had to develop a strategy in order to find the gold. The successful grant writer, too, is charged with the task of planning the work and working the plan. The best starting point is to determine the goals of the grantor.

Review of Granting Patterns

What type of proposals has this corporation funded in the past? Is this foundation more interested in school or community projects? A good beginning is to review literature from the grantor to determine the funding pattern. A phone call to the organization can usually route one to the needed information.

Appropriateness of Funding Source

Many grantors specialize their gifts to meet the goals of their organization. The funding source should be reviewed closely to determine if the grant source is appropriate to meet the specific need.

By sending a short letter of inquiry, which includes an outline of the concept to be funded, the grant seeker can determine the appropriateness of the funding source. A letter of inquiry should be concise and should contain the following minimal information:

- name and address of organization seeking funding
- goals and missions of the organization
- overview of the project
- explanation of the importance of the project
- project activities and time line
- funding needed for project and commitment from local resources
- staff commitment to project

The inquiry letter provides an opportunity for the grant seeker to determine the appropriateness of the funding source prior to spending countless hours on a grant proposal.

Proposal Review System

When a pirate pursues his hidden treasure, he must first determine his course. In the same fashion, a grant seeker must have a well-defined system to help determine his course.

In order to narrow the search, the grant seeker must have a method to select the potential sources. A few questions to review possible choices are listed below:

- Does this grantor fund public education?
- Does this business or corporation serve the grant writer's state?
- Does the amount of funding available justify the amount of time required to complete the proposal?

Special Effects on Proposal Outcome

In order to ensure the maximum mileage from a grant proposal, the following factors need to be considered:

- How will this project be sustained after grant funds have expired?
- Will the amount of personnel time required for this proposal be justified by the amount of funding received?
- What are the long-term advantages of this program?
- How much initial cost is involved in this project?
- Will the required paperwork monopolize the time of the financial department?

Once it has been determined to proceed with the grant proposal, the next step is to carefully review the grantor's requirements. The grant writer's job is to identify the problem and provide a unique solution.

Creating the Plan

Brainstorming an Idea

Once the problem has been identified, the time has come to develop a unique way to solve the problem. Brainstorming can result in some innovative solutions. In this case, two heads are definitely better than one.

A fun way to brainstorm is to develop acronyms that would give an overview of the project. Some samples are included below:

- Project FOCUS (**F**ocus **O**n **C**ommunication **U**tilizing the **S**uperhighway)
- Project SPARK (**S**ervice **P**roposal for **A**t-**R**isk **K**ids)
- Project NOT (**N**ewbern **O**utdoor **T**eaching)
- Project Creek (**C**ollecting and **R**ecycling **E**nvironmental **E**ducation for **K**ids)
- Project COMMUNITY 21 (**C**ollaborative **O**utreach of **M**ultiple **M**ethods **U**niting **N**eighborhoods **I**n **T**utoring **Y**outh - 21 agencies involved in community tutorials)

Other helpful brainstorming strategies include mind mapping, webbing ideas, and listing. These strategies involve developing a large amount of ideas and then narrowing the ideas down into a solution.

Determining the Purpose of the Project

Why are funds needed for this project? The purpose of the proposal plays an important role in the grantor's release of funds. The grant writer must be able to prove that a need exists in a winning proposal. Funding agencies will definitely be apprehensive about releasing funds to organizations whose financial needs should be met through other avenues.

Networking for Plan Development

Many funding opportunities today emphasize the use of a collaborative approach. The grant writer should look for community agencies that could provide in-kind support for the project. Sometimes collaborating with another school system may provide advantages for both. Colleges, universities, and technical schools are excellent avenues of support. Most colleges and universities have trained evaluators on staff who are willing to assist in the development of the evaluation component.

Drafting the Proposal

Most proposals begin with a statement of need or definition of the problem. The grant writer then has the challenge of addressing that need in a unique way. Goals and objectives must be clear and concise. As Thomas Jefferson said, "*Never use two words when just one will do.*"

Evaluating the Effectiveness

The evaluation component must be directly related to the program goals and objectives. It must also provide a specific means for measuring the project's effectiveness. In the primary classroom, this component is known as "*show and tell.*"

Developing the evaluation component requires much thought and sometimes calls for outside expertise. In most grant proposals, part of the budget can be allotted to an outside evaluator. Some evaluators charge up to 10% of the total grant; however, many colleges and universities will provide in-kind support from trained evaluators for around $1,500. This investment is definitely worthwhile to that administrator whose time is already crunched.

Developing the Budget

Budgets are extremely important in grant development. Most grant proposals have specific forms for budget development. Carefully following the instructions and making sure that figures are accurate will suffice in most cases.

Some proposals require a budget narrative. This is basically a more detailed written description of items that are requested on the budget. Just as all hidden treasures do not have a map, all funding sources do not have specific formats to follow. If the grant writer has the option, then a format that will match the need should be chosen. Grant writing disks are available through Research Associates that provide invaluable assistance in budget information.

Seeking Support Letters

Many grants require support letters to help substantiate the project. The first step in seeking support is to make sure that the supporter is completely familiar with the project.

Involving business and community organizations in school programs is one of the best ways to build a network. Most agencies welcome the opportunity to support the schools and are very willing to provide letters. Because of the shortage of time, it is usually quite helpful to provide a sample letter to the community organization.

Submitting the Proposal

Grant deadlines have a purpose–not meeting the deadline assures proposal failure. The grant writer must follow guidelines for submitting the proposal. Most grants require a 12-point font, one-inch margins, and double-spacing. If specific guidelines are not given, a general rule of thumb is to make sure the proposal has easy readability.

Proposals may be packaged in a variety of ways. They may be bound with plastic covers, binding cones, or report folders. Some

grantors, however, require that copies be stapled in the upper left corner with no additional cover. Grant format guidelines should be read thoroughly and carefully followed.

Support materials such as news clippings, photographs, etc. should only be submitted at the grantor's request. Many proposals allow an appendix for including such items. The grant writer should keep in mind that *bigger is not always better.*

Sustaining the Project

Many competitive grants are offered on a three year basis in order to provide time for the organization seeking funding to build local support for the project. Community businesses and organizations should be encouraged to work with the effort in order to build community support. Involving the news media throughout program development can also help promote project worthiness.

The local board of education should be apprised early of the program goals and objectives. They should be kept informed of the project strengths and weaknesses in order to help promote support from within.

Foundations and corporations are more apt to provide funding for projects that have proven to be successful. Publicizing the success of the project in booklet or pamphlet format provides tangible results for grant advisory boards to review.

"Success: keep on doing what it takes to get started."

Ten Tips to Prevent Tears in Grant Writing

For those educators who have been given grant-writing responsibilities among their other 101 duties, a proposal file is a major timesaver. This is an effective way to turn available resources into a proposal in a minimal amount of time.

Items that are beneficial to keep in a grant file include the following:

1. Background information on the organization, including description of facilities and fair rental value (for in-kind contributions), organizational charts, and historical data
2. Research articles on innovative ideas
3. Copies of past proposals, separated by funded/nonfunded or active/inactive
4. Resumes and hourly wages of personnel who could be utilized for in-kind salaries in grant proposals (secretaries, accountants, project supervisor, directors, etc.)
5. Copies of possible grant sources
6. Standardized disk of general proposal format
7. Copies of any winning proposals acquired from competitors
8. Books, pamphlets, or other resources to assist with proposal writing
9. Statistical data from current and past projects that could be beneficial in a proposal
10. Annual reports from foundations and corporations

Success Stories

Miracle in Winnersville

In the spring of 1997, a team of 24 service learners from Valdosta City Schools in Georgia presented a "Goldrush of Service Learning" at the national conference in Orlando, Florida. Chris Thorpe from Community Service Volunteers in London attended this workshop and requested that Valdosta City Schools present at the First International Service Learning Conference in London. He also encouraged Valdosta City Schools to apply to participate in the international service learning exchange program. The Valdosta City Schools Service Learning program was selected to pair with Colne Community School in Brightlingsea, United Kingdom.

In budgeting for this once in a lifetime opportunity, it was determined that each service learner would need approximately $1,000 in addition to food and lodging provided by the host families in England. A grant was secured to provide $16,000, and local fund raising was to be utilized for the remainder of the funds.

Much advanced planning was required to complete this project. A $100 deposit per person was sent to the airline in early summer and the remaining $7,200 had to be paid by October 13. On October 6, however, a fatal fax was received that stated that the grant funds could not be used for international travel. What a catastrophe!

In less than a week over $7,200 was needed to finalize airfare. The students and sponsors were called to a special meeting to reflect over the problem. Overwhelmingly, the group determined to go forward–regardless of the circumstances.

Due to the time constraints, it would be impossible to try to seek funding from out of town sources. We had to search around our own back door.

Through the help of the news media and our local Congressman's office, contacts were made to provide the necessary funding. The entire community rallied around this cause, and this service learning project became a true miracle from Winnersville.

In addition to funding raised for the project, local businesses provided Valdosta afghans for the British host families. BellSouth Pioneers provided carry-on bags, shirts, caps, and project assistance as well as $3,000 monetary funds. Griffin Corporation shipped a large crate of materials to London for the International Conference workshop, and Sam's Wholesale Club assisted in raising $1,400 at a cookout.

Not only did these businesses and community partners provide assistance getting the Valdosta team to England, but they also made provisions for a full week of the true spirit of Valdosta for the team of British students and sponsors. In the spring of 1998, the students and sponsors from Colne Community School enjoyed a Braves baseball game in Atlanta provided by the Braves and lodging in Atlanta provided by BellSouth. Meals and a tour of the World of Coca-Cola were provided by Valdosta businesses. A tour of the state capitol resulted in the Georgia flag being flown over the Capitol in honor of the British students. The flag was later sent to England as a token of appreciation from the State of Georgia.

In addition, the historical society assisted with providing two days of historical review of nineteenth century Valdosta. Levi-Strauss, Moody Air Force Base, Valdosta State University, and Sam's Wholesale Club provided excellent tours for the British of a thriving American town. A community reception was provided at the Crescent Garden Center, and an old-fashioned southern fried chicken dinner was provided by Tom Newbern, a local banker.

Georgia Power provided lunch at the Country Club during a Rotary meeting. Other lunches for 25 participants were provided by Golden Corral, Sam's Wholesale Club, and Cracker Barrel. The Suburban Lodge provided complimentary lodging for the British sponsors for the week.

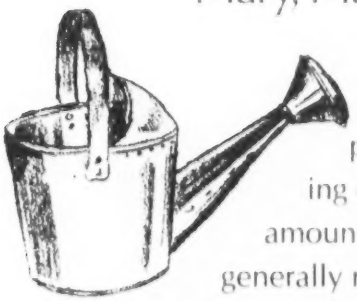
People all over the community were calling to lend a hand. From picking bolls of cotton for our British guests to providing monetary support of $3,000, this town called Winnersville held true to its name.

Personnel throughout the Valdosta City School System also pledged support. All of the schools welcomed the British with open arms, signs,

banners, and special treats. The Valdosta City Schools Nutrition Program provided an outstanding American dinner, complete with apple dumplings. The Sallas Mahone chorus graciously performed an excellent musical about American life in the fifties on the final evening of the visit. J.L. Newbern Middle School hosted a fine reception to welcome our friends from England, and the Central Office staff provided a farewell breakfast that was second to none on the morning of departure. What a way to culminate the first international service learning exchange project in the United States!

This dynamic educational venture would have cost approximately $50,000, but was conducted in a first class manner by digging for buried treasure around the back door.

Mary, Mary Quite Contrary



How does your garden grow? Outdoor classrooms have become very popular service learning projects. Depending on the extravagance of the venture, the amount of funding will vary. These projects generally range from $500 to $1,500.

Utilization of available resources can provide the majority of funding. High school construction classes can be utilized to provide labor for building birdhouses, benches, outdoor theatres, and gazebos. Local nurseries, Wal-Mart, Kmart, Home Depot, etc. are good resources for providing plants.

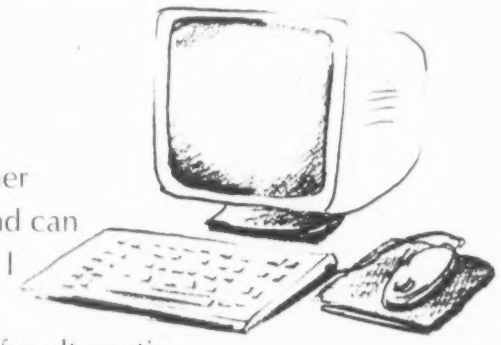
Tools and other materials can be provided by writing a Youth Garden grant. Environmental agencies sometimes have funding set aside to assist with such projects. Other good resources for outdoor classrooms are Sam's Wholesale Club and Wal-Mart which sponsor small grants for such ventures.

Project NOT, Newbern Outdoor Teaching, consisted of a gazebo large enough to seat an entire class for outdoor science activities. The

high school construction class worked for a semester in a two-hour block class to design and build this structure on a middle school campus.

Materials and transportation for this project were provided by a service learning grant. "Nickels for Nature" or "Quarters for a Quality Environment" are possible fund-raising ventures for outdoor classrooms. By utilizing a blueprint of the projected outdoor classroom on a collection container, funds can be collected in school or business offices.

From Zero to Hero



Alternative education is another method of dropout prevention and can provide an open door for service l earning. Although state funding now provides the financial basis for alternative schools in Georgia, other grant resources are available to enhance and expand the program. Service learning provides an avenue for alternative school students to develop a purpose.

JTPA (Job Training Partnership Act) grants can provide specific vocational programs. This grant resource has provided full funding for a laptop class, a guide to the Internet, a computer skills class, and culinary arts and parenting classes. A job skills counselor is paid for in each grant, and students are given the opportunity to work on a job with wages paid by JTPA. This is a particularly effective method for finding jobs for alternative school students because the employer does not have a monetary investment.

Students in the alternative setting can rise from zero to hero through the efforts funded by JTPA. Requests for proposals can be submitted through Regional Development Centers. State departments of education can also provide information concerning JTPA. Through these hands-on courses, students utilize their knowledge to serve others

through projects with nursing homes, mentoring with business partners, and decorating cakes for community personnel.

Hyder Habitat House

Due to the death of a beloved high school football coach, Nick Hyder, the entire school system and community rallied to provide funds for building a Habitat House in his memory. Through a variety of efforts, students in Valdosta City Schools helped raise $12,500. Various service learning fund-raising projects for this effort included a penny drive, a fashion show, and "Hyder Habitat" birdhouses placed in businesses for community donations.

Although this was a phenomenal amount of money, it was still $5,000 short of the required amount needed to build the Habitat House. The Pipking Foundation, a local foundation, was approached and a check for $5,000 was presented the next week to complete the Hyder Habitat House. In this case, the buried treasure was just outside the back door.

From Minus to Millions

In the year 1995, Valdosta City Schools applied for a grant from the National Dropout Prevention Center in Clemson, South Carolina. The goal of the $13,500 grant was to implement service learning in the school system. Over the three-year period of the availability of this grant, Valdosta City Schools has gained from minus to millions due to this service learning effort.

Although the original grant was relatively small, the benefits of the services and networking through the National Dropout Prevention Center have been immeasurable. Funding grew from zero to over two million dollars in a short three-year period.

In addition, the service learning program has grown from a few projects in the system to a multitude of projects in each school. Students

and sponsors were given the opportunity of a lifetime by participating in the first international service learning exchange program with the United Kingdom. During the students' eight-day trip to England, they completed a 27-page web site and experienced life in another culture.

The real treasure is that this undertaking was buried in a multitude of opportunities. What started as a small beginning has blossomed into a wealth of provision.

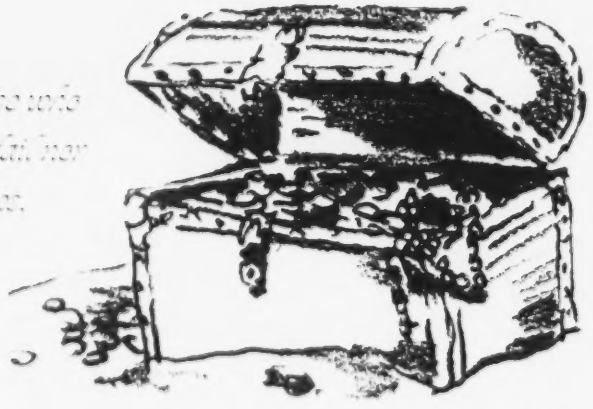
27

Conclusion

The true secret to grant writing can be found in the following reference: *"For where your treasure is, there will your heart be also." (Matthew 6:21)*

In order for a grant writer to be successful, belief in the product is absolutely necessary. Digging for buried treasure can be fun and exciting. Mark the spot, then head toward the goal. A buried treasure awaits you!

Success comes to those who are neither afraid to fail nor discouraged by failures.



Resources

Publications/Bulletins

111 Secrets to Smarter Grantsmanship. Government Information Services; 4301 N. Fairfax Dr., Suite 875; Arlington, VA 22230-1627; (703) 528-1000

1998 Directory of Corporate Giving Programs. (March, 1998). Research Associates; P.O. Box 1755; Irmo, SC 29063-1755; (803) 750-9759.

1998 Directory of Federal Grants and Agencies. (March, 1998). Research Associates. P.O. Box 1755; Irmo, SC 29063-1755; (803) 750-9759.

1998 Directory of Funding: Graduate Scholarships, Fellowships, and Research Opportunities. (March, 1998). Research Associates, P.O. Box 1755, Irmo, SC 29063-1755; (803) 750-9759

1998 Directory of Funding for Computer Technology. (March, 1998). Research Associates, P.O. Box 1755, Irmo, SC 29063-1755; (803) 750-9759.

1998 Directory of Funding Sources for Special Education and Developmental Disabilities. (1998). Research Associates. P.O. Box 1755, Irmo, SC 29063-1755; (803) 750-9759.

1998 Internet Guide to Grants. (1998). Research Associates. P.O. Box 1755, Irmo, SC 29063-1755; (803) 750-9759.

Bone, Linda Karges. (1994). *Grant Writing for Teachers.* California: Goodapple.

Bauer, David. (1994). *The Principal's Guide to Grant Success.* New York: Scholastic.

Cash Cow. (April, 1998). Communities in Schools of Georgia, Inc. 1252 West Peachtree Street, Suite 430; Atlanta, GA 30309; (800) 838-5784.

The Chronicle of Philanthropy. (September, 1998). The Chronicle of Higher Education, Inc.; 1255 23rd Street, N.W.; Washington, D.C. 20037; http://philanthropy.com

Funding Alert. Research Associates. P.O. Box 1755, Irmo, SC 29063-1755; (803) 750-9759.

Grants for Schools Hotline. 23 Drydock Avenue; Boston, MA 02210-2387. (617) 542-0048; e-mail: info@quinlan.com; web: www.quinlan.com

Tapping Private Sector Funding. Government Information Services; 4301 N. Fairfax Drive, Suite 875; Arlington, VA 22203-1627; (703) 528-1000.

Corporate Giving Directory, The Taft Group, 12300 Twinbrook Parkway, Suite 450, Rockville, MD 20852; (800) 877-TAFT.

Directory of International Corporate Giving, The Taft Group. 12300 Twinbrook Parkway, Suite 450, Rockville, MD 20852; (800) 877-TAFT.

The Foundation Directory, The Foundation Center, 79 Fifth Avenue, Department SH, New York, NY 10003-3076

The Foundation Directory, Part II: The Foundation Directory Supplement Guide to U.S. Foundation, Their Trustees, Officers, and Donors: Volume 1: The Foundation Center.

CompuServe Information Service, CompuServe, 5000 Arlington Center Blvd., P.O. Box 20212, Columbus, OH 43220 (800) 848-8199.

Electronic Resources

http://unicron.unomaha.edu/cbadept/econ/funding.htm
Links to grant and funding information

http://web.fie.com/cws/sra/resource.htm
A good starting point

http://www.pitsco.com/p/resframe.htm
Pitsco's Launch to Grants and Funding with lots of funding resources

http://db.education-world.com/perl/browse?cat id=1854
Education World's list of grants and funding for teachers and students

http://gcs.ed.gov/
The U.S. Department of Education's grant site has information, listings, and links

http://www.nsf.gov/home/grants.htm
The National Science Foundation's Grant and Award page has useful links, forms, and information

http://www.technogrants.com/
The Distance Learning Funding Sourcebook

http://www.netc.org/grants/index.html
Information about education technology grants and grant writing

http://www.carnegie.org/
The Carnegie Corporation of New York is a large educational grant organization

http://www.el-dorado.ca.us./~grants/seekers.shtml
The Abbreviated Grant-Seekers Guide

http://www.sai.com/adjunct/nafggrant.html
The "At a Glance Guide to Grants"

http://glef.org/
The George Lucas Education Foundation

http://researchnet.vprc.asu.edu/resources/funding_information.html
Very current listings of funding opportunities, particularly for higher education. Subscribe for a semiweekly report or check out the web site.

http://www.c4k.org/
Computers 4 Kids. Individuals and organizations donate computers that can be used by schools

http://www.ruralchallenge.org/
The Rural Challenge provides grants to rural schools striving for educational reform

Computerized Grant Writing Software., Research Associates, P.O. Box 1755, Irmo, SC 29063. (803) 750-9759.

DIALOG, Knight-Ridder Information, Inc., 2440 El Camino, Real Mountain View, CA 94040. (800) 3DIALOG.

Foundation Center's WorldWide Web., The Foundation Center, 79 Fifth Avenue, Department SH, New York, NY 10003-3076. (800) 424-9836.

Netscape, Yahoo, Webcrawler, Etc. Click on search. Enter "grants" Click on start.

Sources of Foundations Software, Orca Knowledge Systems, P.O. Box 280, San Anselmo, CA 92979. (415) 382-8635.

About the Author

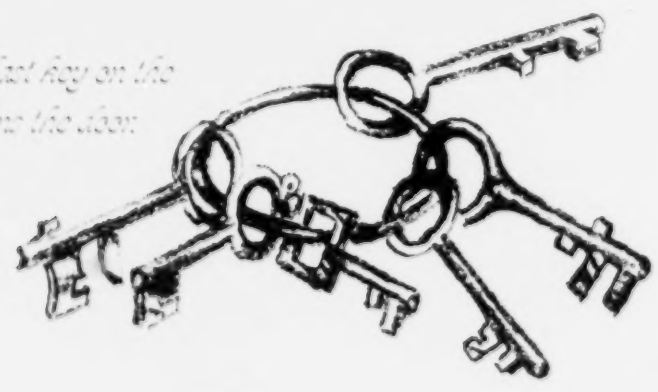
Vickie Burt, Ed. S., currently serves as assistant superintendent of Valdosta City Schools in Valdosta, Georgia. As a classroom teacher, she served as systemwide Teacher of the Year and semi-finalist for the state of Georgia. As an administrator, she was consecutively chosen as a finalist for Communities in Schools of Georgia Administrator of the Year in 1996 and 1997.

Under her leadership, the Valdosta City Schools' Service Learning Program received the 1998 J.C. Penney Golden Rule Award. In addition, eleven students received the 1997-98 Robert F. Kennedy Gold Service Award, the highest recognition available for service learning participants. The Valdosta City Schools' Service Learning program was selected as one of four programs in the United States to participate in the first international service learning exchange program.

Mrs. Burt has presented various workshops on service learning throughout the United States and the United Kingdom, and has assisted in the development of service learning programs throughout the southeast.

During her 26 years in Valdosta City Schools serving from paraprofessional to interim superintendent, she has written numerous grants. Since attending a grant-writing workshop sponsored by the National Dropout Prevention Center in 1996, she has led grant-writing efforts to secure over two million dollars for the school system.

It is often the last key on the ring which opens the door.



National Dropout Prevention Center

College of Health, Education, and Human Development
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Web site: http://www.dropoutprevention.org